**#2 Planning for Improvement in Technology Integration into the Curriculum**

|  |  |  |  |
| --- | --- | --- | --- |
| **National or State Alignment**  **ISTE NETS-A**  2.d. Model and promote the frequent and effective use of technology for learning | **District Tech Plan Objective**  **Alief ISD**  1.2.2. Deliver lessons that require students to apply technology tools in routine assignments. | **AASL Standard Indicator**  3.1.2 Participate and collaborate as members of a social and intellectual network of learners.  3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. | TEKS  **§113.19. Social Studies, Grade 7**  **(b)  Knowledge and skills.**  **(23)**Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:  **(A)**use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and  **(B)**use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. |
| Description of Improvement  At Century Middle School, students in seventh-grade social studies courses complete a group-based project each term. The seventh grade teaching team will collaborate with the school librarian to give students the required lessons in order to document their collaborations appropriately using the class wiki and Cacoo. They will publish their process and their final product on the class wiki and their peers will comment on their work.  This collaborative process will fit into the scope and sequence of the social studies curriculum. The outline will be as follows: History (term 1), Geography (term 2), Government (term 3), Economics (term 4). Each project will consist of an inquiry/problem-based learning experience that requires collaborative thinking and problem solving. This thinking will be documented using multimedia tools and the process of sharing knowledge and coming to conclusions about the core classroom content will be assessed throughout the unit.  The classroom teachers will focus on the social studies content and the requirements regarding planning, graphic organizers and social studies content. Though the course content will change with each term, each collaborative plan will require students to work together in planning their work collaboratively, working on tasks collaboratively creating and documenting a final product that will be critiqued, assessed and published by their peers in each term project (four per year).  The librarian will focus on the essential skills in creating a wiki profile, documenting collaborations through comments, discussions and communication pages and creating a graphic organizer with Cacoo. Since this is a continuous process, the librarian and classroom teacher will be co-teaching throughout these units. | | | |
| Works Consulted | | | |
| Moreillon, Judi. [*Cooperation-Collaboration PowerPoint*](http://ls5233.pbworks.com/w/file/46811109/D.2.1_Cooperation-Collaboration.ppt)*.*23 Aug. 2009. PPT.  Pifarre, Manoli, and Judith K. Staarman. "Wiki-supported Collaborative Learning in Primary Education: How a Dialogic Space Is Created for Thinking Together."*International Society of the Learning Sciences, Inc* (2011): 190+. Web. 12 Apr. 2012. <http://ezproxy.twu.edu:2183/content/yuk0064j5311148x/fulltext.pdf>.  Smaldino, Sharon E., Deborah L. Lowther, and James D. Russell. "Connecting Learners Using Web 2.0 Tools." *Instructional Technology and Media for Learning*. Boston: Pearson, 2012. Print. | | | |
|  | | | |